

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>16K035</b>
<b>School Name:</b>	<b>M.S. 035 STEPHEN DECATUR</b>
<b>Principal:</b>	<b>JACKLYN CHARLES-MARCUS</b>

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Stephen Decatur Middle School School Number (DBN): 16K035  
Grades Served: 6-8  
School Address: 272 MacDonough Street Brooklyn, New York 11233  
Phone Number: 718-574-2345 Fax: 718-452-1273  
School Contact Person: Jacklyn Charles-Marcus Email Address: JCharle2@schools.nyc.gov  
Principal: Jacklyn Charles-Marcus  
UFT Chapter Leader: Latrice Curry  
Parents' Association President: Cheryl Parrie and Chrisette Mignott (Co-Presidents)  
SLT Chairperson: Jeffrey Jacobs  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Latoya Wyche  
Student Representative(s):

**District Information**

District: 16 Superintendent: Evelyn Santiago  
Superintendent's Office Address: 1010 Lafayette Avenue Brooklyn, New York 11233  
Superintendent's Email Address: ESantiago@schools.nyc.gov  
Phone Number: 718-574-2800 Fax: 7189354467

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Bernadette Fitzgerald  
Brooklyn North BFSC, 131 Livingston Street, Brooklyn, New York  
Director's Office Address: 11210  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: 718 935-3954 Fax: 718 935-2382

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jacklyn Charles-Marcus	*Principal or Designee	
Latrice Curry	*UFT Chapter Leader or Designee	
Chrisette Mignott	*PA/PTA President or Designated Co-President	
Patrice Scott	DC 37 Representative (staff), if applicable	
Latoya Wyche	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Camielle Gill	CBO Representative, if applicable	
Daniel Lindsay	Member/Teacher (UFT)	
Jeffrey Jacobs	Member/Teacher (UFT)	
Cheryl Parris	Member/Parent	
Naishka Stephens	Member/ Parent	
Charles Adams	Member/ Parent	
Tanyka Sylvester	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Stephen Decatur School is a middle school with 170 students from grades 6 through 8. The school population comprises of 89% Black and 10% Hispanic students. The student body includes 2% English language learners and 29% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2014-2015 school year was 91%.

We will proudly unveil in the 2015-2016 school year a new state of the art Science Lab as well as Dance Studio. It is our goal to enhance our instructional delivery through the Arts and Sciences that will permeate through all content areas.

In our effort to "Create a Community of Lifelong Learners," The Family Dynamics Program Beacon Center, which is a member of the SCO family of services is housed in the building and provides after school activities for our students as well as services to address the "whole child". A plethora of services are provided for all families included but not limited to financial planning, individual and family counseling as well as a student-centered programs during school holidays such as winter and spring recess and summer camp. To further enhance our school offerings and student enrollment, we will launch for Grades 4 and 5 elementary school students in the Fall of 2015 "Science Saturdays" which will provide science instruction to our potential future students.

The elements that our school made the most progress on over the past year as it pertains to the Framework for Great Schools are Effective School Leadership, Strong Family-Community Ties and Trust. Our key areas of focus for the 2015-2016 school year will be Rigorous Instruction, Collaborative Teachers and Strong Family-Community Ties. In addition, we would like to increase the proficiency levels of our students with special needs across all grade levels and content areas. We have aligned our school mission to the Framework for Great Schools to further frame our work as a school community.

Our coherent set of beliefs on how students learn best and school mission statement is embodied within our **C.H.A.N.G.E.** acronym. **C**hallenging and Meeting Our Students Needs On a Daily Basis, **H**aving and Believing and Clear and High Expectations, **A**nalyzing and Strategizing the Data to Inform Instruction, accepting **N**o Excuses, **G**aining Knowledge to Increase Student Outcomes and Our Own Professional Growth and **E**mpowering Parents and Families to Work Collaboratively in Ensuring College and Career Readiness.

## 16K035 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	185	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	3	# SETSS	N/A	# Integrated Collaborative Teaching
				3
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	79.1%	% Attendance Rate		91.3%
% Free Lunch	84.5%	% Reduced Lunch		4.9%
% Limited English Proficient	1.9%	% Students with Disabilities		29.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		89.3%
% Hispanic or Latino	9.2%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	0.5%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.67
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		10.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		33.8%
Student Performance for High Schools (2013-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		90.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the 2014-2015 Quality Review, the school has aligned pedagogy with the Danielson Framework for Teaching and provision of instructional supports and hands-on learning experiences. However, the use of multiple entry points was not evident across the vast majority of classrooms. The majority of teachers align the curricula and implement academic supports to yield meaningful student work products, yet there are missed opportunities so that some learners, including English language learners and special education students do not always have the strategic supports they need to demonstrate higher-order thinking skills in their work products consistently.

Our school community currently aligns our school curriculum to the Common Core Learning Standards and/or content standards through teacher created curriculum maps that encompass aligned units of study which focus on the instructional shifts in both ELA and Mathematics. The English Language Arts department utilizes the Scholastic Code X curriculum as well as additional resources such as Triumph Learning Crosswalk Curriculum for Triple A, New York Ready, News ELA website, Think CERCA (web-based program) that allows students to complete multiple choice questions and short response questions aligned to the Common Core Learning Standards through annotation. Our Mathematics department utilizes the CMP3 curriculum and the EngageNY modules as well as the mathematics practices to execute their lessons. Our Science curriculum consists of a blended version of textbook and FOSS kits aligned with the NYC Scope and Sequence as well as the infusion of the CCLS in Literacy. Educators create their units of study based on the text as well as the infusion of the New York State Science Standards. Science educators also infuse the literacy standards within their curriculum through independent readers, articles of the week in Grade 8 and Scholastic Science Magazines in Grades 6 and 7.

All students in Grades 6-8 including Students with Disabilities and English Language Learners through the utilization of the Scholastic Code X Curriculum and Teacher designed Common Core Curriculum engage in the full implementation of the Common Core Learning Standards which focus on students reading and responding to a combination of literary and informational texts. Students engage in writing tasks that focus on argumentative writing and high order critical thinking through classroom discussions, research and project based learning tasks. English Language Arts. Social Studies and Science educators have created Action Plans based on the students’ needs as evidenced on the New York City Baseline MOSL Assessments. Students and educators focus on the following traits: Argument, Command of Evidence, Introduction and Conclusion as well as the English Language Conventions. Modifications to performance tasks are created accordingly to meet the needs of all students. Educators create tiered questions as well as expose students to differentiated Articles of the Week. The Articles of the Week are utilized across all content areas except mathematics in grades 7 and 8 as a tool for exposing our students to non-fiction texts. Students are required to annotate, create questions and wonderings as well as be prepared to discuss the article as it relates to specific questions posed by the teacher.

All students in Grades 6-8 including Students with Disabilities and English Language Learners through the utilization of the CMP3 (Pearson-Connected Math Program) and EngageNY modules will receive instruction aligned to the Common Core Learning Standards that require fluency, application and also deepens their conceptual understanding. Students will engage in the Math Practices that provide them the opportunity to engage in hands-on tasks as well as conversations with their fellow classmates of specific skills, theories and computations.

Teachers collaborated and identified their instructional strategies in order to develop a coherent set of beliefs that have framed their instructional practices for the 2013-2014 school year and will continue in the 2015-2016 school year with further development and enhancements. The above chart was created and modified during the Spring 2015 professional development sessions; all above instructional strategies were implemented in the current school year. However, the bold items will be the focus of our Minds on Mondays and Teambuilding Tuesdays throughout the 2015-2016 school year.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**Specific:** To improve student performance in English Language Arts by engaging all students in full implementation of the Common Core Learning Standards that requires students to infuse opportunities to read and respond to a combination of literary and informational texts.

**Measurable:** All students will have the opportunity to engage in challenging assignments that increases their opportunities to utilize textual evidence in writing and discussion. In 2015-2016 we will continue with the Scholastic Code X Curriculum for English Language Arts and EngageNY modules.. Literacy Strategies will be supported in both Science and Social Studies through reading and writing assignments across all grade levels once a week.

**Achievable:** Students will participate in at least four assessments occurring every 6-8 weeks. The assessments will focus on both reading comprehension and writing skills. Educators will create Item Skills Analysis spreadsheets in order to analyze and set targets toward mastery in specific skills as it relates to their specific units of study. **Relevant:** All students in Grades 6-8 including Students with Disabilities and English Language Learners through the utilization of the Scholastic Code X Curriculum and Teacher-designed Common Core Curriculum will be engaged in the full implementation of the Common Core Learning Standards which focus on students reading and responding to a combination of literary and informational texts to improve students' performance on the New York State Common Core Assessment in English Language Arts. **Time bound:** By June 2016 through formative assessments and performance tasks aligned to the common core learning standards, all students will exemplify a 10% proficiency level on the New York State English Language Arts common core assessment.

**Specific:** To improve student performance on both the New York State mathematics assessment and the Common Core Algebra regents students will be provided opportunities to deepen their conceptual understanding and intellectual thinking. In the 2015-16 school year we will utilize the CMP3 Mathematics curriculum as well as the engage.org modules for mathematics across all grade levels (6-8). **Measurable:** All students in Grades 6-8 including Students with Disabilities and English Language Learners through the utilization of the CMP3 (Pearson-Connected Math Program) and EngageNY modules will receive instruction aligned to the Common Core Learning Standards that require fluency, application and also deepens their conceptual understanding. Students will be formally assessed at least three times during the 2015-16 school year on unit specific Mathematics Standards and Mathematical Practices. Four educators will attend the STEM pilot program training in July 2015 as well as we are applying for the Urban Advantage Grant. **Achievable:** Students will participate in at least four assessments occurring every 6-8 weeks. The assessments will focus on both mathematical skills and conceptual thinking. Educators will create Item Skills Analysis spreadsheets in order to analyze and set targets toward mastery in specific skills as it relates to their specific units of study. **Relevant:** All students in Grades 6-8 including Students with Disabilities and English Language Learners

will use the CMP3 Mathematics Curriculum and EngageNY modules to increase their ability to think critically and apply real work applications as an extension to their classroom learning. Students will be able to display their thinking through classroom presentations and discussions individually, in pairs and in groups. **Time bound:** By June 2016 through formative assessments and performance tasks aligned to the Common Core Learning Standards all students in grades 6-8 will exemplify a 10% proficiency level on the New York State Mathematics common core assessment.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Educators will begin the assessing and understanding the Framework for Great Schools and will identify the correlation between the framework and our mission statement (CHANGE)</p>	<p>All educators of Middle School 35</p>	<p>June 2015- June 2016</p>	<p>All Administrators and Instructional Specialist</p>
<p>Beginning August 2015, educators will review the New York State Assessments in both ELA and Mathematics in order to identify student performance levels and skills mastered.</p>	<p>All students including Students with Disabilities and English Language Learners</p>	<p>August 2015-June 2016</p>	<p>Administrators, Instructional Specialist and All Content Area Educators.</p>
<p>Implementation of the Wilson Language Training and/or Rewards Program</p>	<p>Students with Disabilities in grades 6-8 (Struggling Readers)</p>	<p>Sept. 2015- June 2016</p>	<p>3 Special Education Teachers, Paraprofessionals and Speech Provider.</p>
<p>EPIC (Empowering Parental Involvement Committee) will host bi-monthly workshops that focus on Common Core Learning Standards and strategies to assist students outside of the classroom environment in both ELA and Mathematics.</p>	<p>All parents and families in grades 6-8</p>	<p>Sept. 2015- May 2016</p>	<p>Instructional Specialist and Classroom Educators</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Middle School 35 will utilize funding from the Tax Levy, School-wide Projects, Title I and NYSTYL allocations to purchase instructional materials. In addition, the additional school support allocations will enable educators to continue their training toward the instructional shift of the common core curriculum during the Fall and Spring of the 2015-2016 school year. Our Saturday Scholars program will also further enhance the strategies and skills taught during the school day. As a part of the Teacher Incentive Fund grant, we will also have 2 Demonstration teachers and an Instructional Specialist. The funding of the grant enables our educators to further enhance their professional growth as well as develops additional teacher leaders in our school community.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

During the 2015-2016 school year, we will monitor our progress towards these goals during our "Minds on Mondays" sessions and "Teambuilding Tuesdays". Educators will work collaboratively in content area groups to assess the progress of the execution of rigorous instruction across all grade level and content areas. This review will take place every eight weeks beginning September 2015. In accordance with the data obtained from baseline assessments and New York State ELA and Mathematics assessments, educators will create item skills analysis spreadsheets that will be utilized to inform meaningful instruction as it relates to each specific units of study in both English Language Arts and Mathematics. Science and Social Studies educators will infuse the literacy strategies as well as writing skills to enhance and enrich the fluency of the writing process. Students will participate in school-wide and classroom performance tasks in order to chart their own progress from September to June. Educators will work with students to create vision boards, short and long term goals as well as a plan for monitoring those goals.

In January 2016, all students in grades 6-8 will be administered two mock state assessment one in English Language Arts and one in Mathematics for three consecutive days respectively. The purpose of these assessments will be to focus on the targeted skills and standards as identified during the September benchmark assessments. These assessments will provide additional information to classroom formative assessments performed from September to January. All data will be examined for trends and re-teaching strategies.

The School Leadership Team of Middle School 35 will be apprised of the school-wide data and goals and will review the progress towards mastery of the targeted goals as it pertains to each grade and content area respectively.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As outlined in our 2014-15 School Quality Review report, the school communicates high expectations to all staff members and aligns professional development activities to the Danielson Framework for Teaching. Numerous school-wide communications and ongoing student performance updates keep families informed of their child’s development towards college and career readiness and promote partnerships with families to support student progress. The school’s structures for communication and many systems of support result in staff and families working collaboratively towards a clear path of higher student achievement and college and career readiness. Teachers are held accountable to instructional expectations via formal and informal observations that include verbal and written feedback. Feedback to one teacher included a discussion on using higher level questioning to generate thinking and promote in depth discussions among students for increased understanding and learning. Subsequently, the teacher joined a study group focused on how to assess higher order thinking skills in the classroom to enhance her instructional practices. Additionally, as part of the Teacher Incentive Grant (TIF), the school has established weekly teacher debriefing sessions following collegial walkthroughs and inter-class visitations. At one of the debriefing sessions teachers discussed the need to increase student engagement through questioning and discussion techniques such as accountable talk stems and Socratic seminar protocols.

Guidance and advisement support coordinate to support student learning through various components and interventions. Students are encouraged to problem solve, voice their feelings, ideas and suggestions concerning their individual and collective needs. For example, we realize in the foresight of Margaret Mead “it takes a village to raise a child”. With this in mind, we’ve created many opportunities to support families as we walk together in our student’s educational journey. Some of which include, Peer Mediation Program, School Implementation Team, Student Council-Community Service, Beacon Afterschool Program, Guidance Sessions (HS Articulation), Marcus Academy, Daily Scholarly Habits, 3A’s for Success, Morning Meeting, Principal’s Word of the Week, AP Trivia, Parent Coordinator Workshops, Town Hall/Community Meetings, EPIC Workshops (Empowering Parent Involvement Committee), Lunch/Afterschool Sessions (Instruction/Technology) Homework Log and STEM Planner.

As a school community we are accountable for communicating and supporting goals and expectations to our students through our daily lessons which include the Leadership Task, Daily Focus and Learning Inquiry. The Leadership Task provides teachers and students with the opportunity for creative thinking, sharing ideas and empowering students to work collaboratively in ensuring college and career readiness. The Daily Focus sets the learning priority for the instructional periods and the Learning Inquiry is the overarching goal for the unit.

In our school community we execute the following: Mission Statements, CHANGE acronym, Morning Meeting,

Teacher and Student Expectations, SMART Cookies Academic Showcase (cookies displaying students scale scores), Course Syllabi, Entrance Exams-Screened for Incoming Grade 6 students, Feedback and Reflections, Homework Log, Jupitergrades, Formative Assessments-i.e. exit slips, conferencing logs, etc. and teacher created IEP At-A-Glance.

### Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

To provide a supportive environment for educators, students and families. We will continue to build a strong school-wide discipline plan that will create an environment conducive to the learning process. An environment where teachers will be able to provide students with quality instruction and students will be able to explore their knowledge and expand their minds in all content areas through hands-on performance based formative and end of year tasks.

**Specific:** By June 2016 we will increase parental involvement by 10% by providing engaging activities for our parents based on the results of the NYC School Survey and log-ins into our online Jupitergrades system will increase on a weekly and monthly basis. Jupitergrades is a web-based program that provides parents with a weekly update of their child's progress both academically and socially. **Measurable:** Parents attendance at various activities will increase as we compare the attendance from the 2014-15 school year to present. We will also examine the attendance trends across grade levels. Weekly log-in reports of parents utilizing Jupitergrades. **Achievable:** By maximizing the time of parents, we will increase the number of parents attending various events. For example, we will combine our Parent Teacher Association meetings with our Back to School Festival, High School Articulation Night, Title I Parent Meeting and other grade and subject specific (workshop) content. **Relevant:** Parent activities will be determined by the relevance and needs of the students and parents as outlined in our NYC School Survey, Parent Teacher Association Meetings and School Leadership Team meetings. **Time bound:** Monthly Saturday Family Common Core workshops will be held beginning in November 2015 through April 2016, monthly workshops conducted by the Parent Coordinator, training for the Parent Teacher Association and School Leadership Team at least twice during the 2015-16 school year.

Keeping our mission statement in mind, all decision-making will be conducted in a collaborative manner and students will develop a sense of ownership for school community. We will continue to create a strong infusion of technology in the classroom in order to provide students with alternative assessment and to further differentiate the learning process for students by increasing the knowledge of alternative teaching strategies and styles for teachers. Educators will continue to support one another during our Minds on Monday sessions and Team building Tuesdays. Educators will also ensure that their Jupitergrades accounts are updated each week to provide parents with an accurate account of their child's progress.

Through our monthly town hall meetings and daily morning meeting agenda, students are provided an opportunity to express their ideas as well as through small group instruction and student governments. These interventions will foster a nurturing environment between students and teachers. Subsequently, when teachers are able to establish strong relationships with students they will obtain a better understanding of the students home and family environment which is vital in understanding the adolescent learner.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional Development developed within 90 Minute Common Planning Periods in addition to extended Mondays and Tuesdays for educators to share best practices and conduct discussions and suggestions in a non-judgmental environment that is conducive to all participants.</p>	<p>All content area educators (ELA, Math, Science and SS)</p>	<p>Sept.2015-June 2016</p>	<p>All administrators and educators at Middle School 35</p>
<p>EPIC (Empowering Parental Involvement Committee) will host bi-monthly workshops that focus on Common Core Learning Standards and strategies to assist all students including all subgroups outside of the classroom environment in both ELA and Mathematics. Saturday Family Common Core Workshops, Workshops conducted by the Parent Coordinator</p>	<p>All parents and families in grades 6-8</p>	<p>Sept. 2015-May 2016</p>	<p>Instructional Specialist and Classroom Educators</p>
<p>Saturday Scholars Academy-Students will work in small groups of 15 and receive instruction in both ELA and Mathematics for 3 hours every Saturday.</p>	<p>All students in grades 6-8</p>	<p>Oct./Nov 2015-April 2016</p>	<p>ELA and Math Educators and Support Staff in Grades 6-8</p>
<p>Continuous collegial and administrative walkthroughs twice a month that provide quality and meaningful feedback with the foundation of low inference note taking in classrooms across all content areas and grade levels.</p>	<p>Content Area Educators based on ADVANCE data</p>	<p>Sept.2015-June 2016</p>	<p>All Administrators, Demonstration Teachers and Demonstration Team</p>
<p>Jupitergrades updated on a weekly basis in order to ensure that parents are receiving current information on their child's progress across all content areas.</p>	<p>All educators at Middle School 35</p>	<p>Sept. 2015-June 2016</p>	<p>All educators and school administration of Middle School 35</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Middle School 35 will utilize funding from the Tax Levy, School-wide Projects, Title I and NYSTYL allocations to purchase instructional materials. In addition, the additional school support allocations will enable educators to continue their training toward the instructional shift of the common core curriculum during the Fall and Spring of the 2015-2016 school year. Our Saturday Scholars program will also further enhance the strategies and skills taught during the school day. As a part of the Teacher Incentive Fund grant, we will also have 2 Demonstration teachers and an Instructional Specialist. The funding of the grant enables our educators to further enhance their professional growth as well as develops additional teacher leaders in our school community

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

During the 2015-2016 school year, we will monitor our progress towards these goals during our "Minds on Mondays" sessions and "Team building Tuesdays". Educators will work collaboratively in content area groups to assess the progress of the execution of rigorous instruction across all grade level and content areas. This review will take place every eight weeks (November 2015 and January 2016). The Professional Development Team will conduct teacher surveys at least three times a year to ensure that the needs of the educators are meeting their standards as well as provide educators the opportunity to voice their opinions on their own professional growth.

Educators will create both individual and team action plans based on the smart goals that they identified in September based on student academic and social data. In January 2016 upon completion of mock assessments as well as the weekly review of students progress on targeted goals, educators will be able to analyze and make necessary instructional modifications for student progress toward mastery.

**Educators are responsible for conducting and maintaining their meeting agendas and minutes that are submitted to school administration on a weekly basis. Minutes and agendas will be monitored to ensure the progress of educators in supporting one another toward increasing student improvement. Subsequently, educators of students with disabilities and English language learners will also meet bi-monthly to discuss students progress toward their IEP goals which will ultimately lead to their overall goal to making academic progress.**

**Weekly classroom observations both formal and informal will also serve as a monitoring system for ensuring quality teacher pedagogy, student engagement and standards-based instruction and environments.**

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As outlined on our School Quality Review for the 2014-15 school year, teachers meet in professional collaborations and analyze assessment results and student work to share best practices that lead to achievement of goals for all students. The school leader promotes teacher leadership and encourages teacher input on key instructional decisions. Teacher leaders meet with the school leader to plan professional development opportunities and to discuss growth towards improved pedagogical practice aligned with the expectations of the Danielson Framework for Teaching. For example, based on the need to promote thinking at high levels among all students, questioning and writing across all subjects became areas of professional growth. At the end of each academic year, we review our best practices and make revisions as necessary as a school community.

Based on a SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis conducted in June 2015 whereby teacher identified the attributes of the environment as well as the school and the effect of these elements to achieving our goal toward mastery. Educators across all grade levels and content areas requested additional opportunities to meet with their grade and content area colleagues.

As a result, our priority for the 2014-15 school year is to increase teacher team meetings across all grade levels and content areas in order to provide additional opportunities to share instructional practices and strategies to improve student achievement. Minds on Mondays will focus on school-wide professional development sessions twice a month (once for Faculty Conference and once for Sharing Out Best Practices). The remaining Mondays will focus on Looking at Student Work (Inquiry Work), Reviewing Lesson Plans with an emphasis on the Daily Focus that will drive the individual lesson. Looking at Student Work and the implications for future instruction. In addition, educators will meet during their common planning periods provided via their professional development periods in order to maximize the opportunities for collaboration on instructional strategies, student work and analysis as well as teacher pedagogy.

Our continued growth toward improving teacher pedagogy is grounded in the ADVANCE data for the 2014-15 school year that details our educators challenges in Domain 3 (Student Questioning and Discussion, Student Engagement and Assessment during Learning). As a result, our Professional Development Facilitator in collaboration with the 3 Model Teachers will collaborate to ensure that our Minds on Mondays session are designed to address those specific needs along with other research-based strategies for improving our students proficiency levels and progress towards college and career readiness.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Specific:** By June 2016, all English Language Arts and Mathematics educators in collaboration with other content area educators will successfully improve our students proficiency level by 10% on the New York State Common Core assessments. **Measurable:** Weekly analysis of small group targeted instruction, review of students performance tasks

and teacher collaboration of feedback on these tasks. **Achievable:** Teachers will work with students on individual standards and skills based in individual and group proficiency levels in order to improve their individual progress toward college and career readiness. **Realistic:** Weekly analysis of student work toward a specific targeted task will maintain the relevancy of the student work and its aligned to standards based instruction **Timebound:** Educators will collaborate 90 minutes a week on the progress toward student work and the next steps for ret-teaching if necessary and/or next steps.

To increase the opportunities that is afforded to educators to further their development through teacher collaboration, annotation of professional literature and inter-visitations amongst grade levels and content areas. Educators will maintain accurate records of meeting agendas, copious minutes that outline items discussed and next steps. Educators will receive a meeting template to follow and will create their own agendas for their respective meetings.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
90 Minute Common Planning Time for all content areas once a week. Each week the focus will consist of a different facet of which includes but is not limited to:  Looking at Student Work (Instructional Implications), Inquiry Work (Analyzing student data, i.e. grades, attendance, punctuality, scholarly habits, et	All educators of Middle School 35	Sept. 2015-June 2016	All Administrators, All Educators and Instructional Specialist.
Minds on Mondays and Teambuilding Tuesdays	All Educators of Middle School 35	Sept. 2015-June 2016	All Administrators, Educators and Instructional Specialist
School and District wide inter-visitations that focus on collaborative sessions for content and grade level educators.	District Personnel and District Principals	As scheduled during the 2015-16 school year	Administrators

### **Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Middle School 35 will utilize funding from the Tax Levy, School-wide Projects, Title I and NYSTYL allocations to purchase instructional materials. In addition, the additional school support allocations will enable educators to continue their training toward the instructional shift of the common core curriculum during the Fall and Spring of the 2015-2016 school year. Our Saturday Scholars program will also further enhance the strategies and skills taught during the school day. As a part of the Teacher Incentive Fund grant, we will also have 2 Demonstration teachers and an Instructional Specialist. The funding of the grant enables our educators to further enhance their professional growth as well as develops additional teacher leaders in our school community

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**. Educators are responsible for conducting and maintaining their meeting agendas and minutes that are submitted to school administration on a weekly basis. Minutes and agendas will be monitored to ensure the progress of educators in supporting one another toward increasing student improvement. Subsequently, educators of students with disabilities and English language learners will also meet bi-monthly to discuss students progress toward their IEP goals which will ultimately lead to their overall goal to making academic progress.**

In order to ensure that our collaborative efforts are leading to student improvement, beginning in January 2016 and running through February 2016 educators will create and analyze assessments that culminates all of the focused skills that all students have been focused on in order to identify our students strengths and/or weaknesses towards those goals. School administration in collaboration with educators will review the results of the data and make necessary shifts to instruction when necessary.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the 2014-2015 School Quality Review report The school communicates high expectations to all staff members and aligns professional development activities to the Danielson Framework for Teaching. Numerous school-wide communications and ongoing student performance updates keep families informed of their child’s development towards college and career readiness and promote partnerships with families to support student progress. The school’s structures for communication and many systems of support result in staff and families working collaboratively towards a clear path of higher student achievement and college and career readiness.

The principal uses all elements of the Danielson Framework to inform expectations of classroom environments and instructional practices. These are communicated to teachers and staff via the staff handbook, notices, professional development workshops, and meetings and during one-to-one conferences. Network staff and the talent coach collaborate with the principal and teachers for continuous support on the effective implementation of the Danielson Framework and the Common Core Learning Standards in all classrooms. In addition, professional development sessions include focus on using student outcomes and student work to identify trends and plan instruction, while other sessions include instructional strategies to support student subgroups in English Language Arts and Mathematics.

Teachers are held accountable to instructional expectations via formal and informal observations that include verbal and written feedback. Feedback to one teacher included a discussion on using higher level questioning to generate thinking and promote in depth discussions among students for increased understanding and learning. Subsequently, the teacher joined a study group focused on how to assess higher order thinking skills in the classroom to enhance her instructional practices. Additionally, as part of the Teacher Incentive Grant (TIF), the school has established weekly teacher debriefing sessions following collegial walkthroughs and inter-class visitations. At one of the debriefing sessions teachers discussed the need to increase student engagement through questioning and discussion techniques such as accountable talk stems and Socratic seminar protocols.

. Students participate in monthly Town Hall Meetings. The Town Hall meeting lends itself to opportunities to discuss behaviors that need improvement, positive behaviors that deserve accolades and should be replicated by others and guest speakers with allowances for questions and answers. Our students are also involved in mentorship programs. Each mentorship involve adherence to and involvement in service learning aspects, proper etiquette, peer mentoring, behaviors associated with becoming a young man or young lady and exhibiting the up most respect for the entire school community.

During the 2015-2016 school year, a strong emphasis will be placed on working with our young men. To launch this program we will start with approximately 10 Grade 8 young men with a 2.5 GPA. The *KINGS (Knowledge, Integrity, Nobility, Generosity and Service)*. Evidence /statistics on the target population that supports the need for this project, include but are not limited to the following:

- 54% of African Americans graduate from high school, compared to more than three quarters of white and Asian students.
- On average, African American twelfth-grade students read at the same level as white eighth-grade students.
- The twelfth-grade reading scores of African American males were significantly lower than those for men and women across every other racial and ethnic group.
- Only 14% of African American eighth graders score at or above the proficient level. These results reveal that millions of young people cannot understand or evaluate text, provide relevant details, or support inferences about the written documents they read.

Prior to the launching of the mentorship programs, parent meetings will be held to discuss the goals and objectives of the program and how making connections with our students will ultimately lead to greater student achievement. The expectations for each and every educator are to make informed instructional decisions. These decisions can only be formulated by examining the data. Instructional practices are heavily laced with data. Educators receive extensive professional literature concerning data collection, types and the effective use of data. Data is analyzed in teams of educators throughout the building. Students discuss their individual needs and the SMART GOALS that they are working toward fulfilling. Data is frequently and purposefully shared with families. Parents and families are informed through workshops, individual sessions, and Internet and text services via our web-based Jupitergrades system.

The priorities of our school community is to maintain this supportive environment and to establish additional partnerships that will support our academic rigor as well as provide additional opportunities for students to make real world connections. Our participation in the Schools in Service program, partnership with Urban Advantage and the STEM initiative as well as Purelements Dance Residency will further enhance our goals.

## **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Specific** : By June 2016, school leaders in collaboration with educators and the Professional Development Team will create professional development sessions that focus on the Danielson's Framework for Teaching based on data from the ADVANCE teaching rating system with an emphasis on our instructional focus of Questioning and Discussion Techniques. **Measurable**: Weekly professional development sessions that focus on the Danielson Framework and the Framework for Great Schools as well as ADVANCE ratings increase from Developing to Effective by 5%. **Achievable**: Observations will be conducted based on the established goals created collaboratively by teachers and school administration. **Relevant**: Based on ADVANCE data teachers need to increase the level of student engagement through questioning and discussion techniques as well as assessing during instruction to ensure the goals of the lesson have been obtained. **Time bound**: Educators will be observed on a monthly basis, three educators will be observed on a daily basis with a 3-4 week rotation. By January 2016 educators will be observed formally based on their observation options.

## **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Principal will program team meetings for teachers to meet with colleagues for content and grade level meetings to share best practices and evaluate the effectiveness of school-wide initiatives	All educators at Middle School 35	(Sept.2015-June 2016)	Administrator
Continue the protocol of Morning Meeting that sets the tone and establishes the goals for the day, week, month and academic year. Educators ensure that students are on task during daily announcements, mantra, principal's word of the week and opportunities for students to share their learning in their various classrooms.	All educators and administrators of Middle School 35	Sept. 2015-June 2016	All Administrators, All Educators and All Students
Maintain ongoing classroom observations both formal and informal that result in meaningful conversations regarding teacher pedagogy and classroom environment. Conversations will lead to next steps towards mastery.	All eligible educators for cycles of observations	Sept. 2015-June 2016	All Administrators
Professional Development Sessions on Mondays and Tuesdays as well as through the Brooklyn North Field Office that focus on students with disabilities and English language learners.	All tenured and non-tenured educators of Middle School 35	Sept. 2015-June 2016	Professional Development Facilitator, School Administration and Borough Field Office personnel

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Middle School 35 will utilize funding from the Tax Levy, School-wide Projects, Title I and NYSTYL allocations to purchase instructional materials. In addition, the additional school support allocations will enable educators to continue their training toward the instructional shift of the common core curriculum during the Fall and Spring of the 2015-2016 school year. Our Saturday Scholars program will also further enhance the strategies and skills taught during the school day. As a part of the Teacher Incentive Fund grant, we will also have 2 Demonstration teachers and an Instructional Specialist. The funding of the grant enables our educators to further enhance their professional growth as well as develops additional teacher leaders in our school community.</p>
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January 2016 an analysis of educators ratings on our instructional priority focus (Questioning and Discussion Techniques) will be analyzed. These observation will represent an analysis of three informal observations. This analysis will serve as the foundation for conversations during the Mid-Year Conference, conferences that will take place beginning in February 2016. Observations beginning in March will focus on the mastery of increasing the ratings from Developing to Effective by 5%.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the 2014-2015 School Quality Review, parents expressed that the school staff is exceedingly caring and nurturing and maintains ongoing communication with families through phone calls, one-to-one conversations, school newsletters, and weekly progress reports via Jupiter Grades’, a computer based program that also provides strategies for use at home. Parents described the school as “hands-on” and stated “everybody takes a part in it.”

The 2014-15 Great School Framework Report outlines that parents that teacher outreach and parental involvement in their child's education is above the city average. 99% of parents agree that teachers reach out to them and 88% of the parents are involved in some aspect of their child's education.

As a school community we have created multiple opportunities and modalities to interface with parents on a daily basis. Our repertoire includes but is not limited to verbal and written communication, individual conversations and conferencing. For example, parents are aware of our daily activities via Jupitergrades (a web-based communication system). In addition, our goals and expectations are formally written in our Parents/Family Handbook introduced during our Back to School Festival and reiterated at all community meetings.

Finally, in order to support parents and families in understanding their child’s progress towards these expectations there are key personnel that parents and families have access to who provide academic, social and emotional support as needed. Such as Jupitergrades, Academic Showcase Reflections, Parents/Families Handbook, Individual Student Report , Progress Reports, Monthly Newsletters, Calendar of Events, Attendance Logs has School Leadership Team, Parent Teacher Association, School Based Support Team, etc. EPIC Workshops, Individualized Educational Plan Meetings, Report Progress by Parents (Goals), Individual Parent Conferences, Beacon After-school Program, Open Door Policy, Middle School Fair, School Tours, High School Articulation Night, Back to School Festival and Bi-monthly Common Core Family Workshops.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Specific:** By June 2016, we will increase the partnership between families and the school community by creating additional partnerships with outside agencies to assist in the home-school connection. For example, Urban Advantage Science Family Days, our SLT sponsored "Bring Your Parent to School Week", etc. **Measurable:** 5% increase in the number of parents that attend our family based activities on Family Engagement Tuesdays, Family Game Night, SLT and PTA meetings as well as Parent-Teacher conferences. **Achievable:** Through additional outreach resources we will achieve our parental increase through telephone contacts, Jupitergrades updates, written notifications and personal phone calls. **Relevant:** Empowering parents to understand the dynamics of the social development of adolescents and

providing them with strategies and skills to meet the challenges of the middle school years will increase the academic success of our students. **Time bound:** Weekly and monthly events in addition to daily opportunities to visit classrooms and volunteer.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Continue the utilization of Jupitergrades to keep parents informed of their child’s progress both academically and socially for all parents in grades 6-8.</p>	<p>All families of Middle School 35</p>	<p>Sept.2015- June 2016</p>	<p>Parent Coordinator, Instructional Specialist</p>
<p>EPIC (Empowering Parental Involvement Committee) will host bi-monthly workshops that focus on Common Core Learning Standards and strategies to assist all parents including all subgroups outside of the classroom environment in both English Language Arts and Mathematics</p>	<p>All families of Middle School 35</p>	<p>Sept. 2015- June 2016</p>	<p>Professional Development Facilitator</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Middle School 35 will utilize funding from the Tax Levy, School-wide Projects, Title I and NYSTYL allocations to purchase instructional materials. In addition, the additional school support allocations will enable educators to continue their training toward the instructional shift of the common core curriculum during the Fall and Spring of the 2015-2016 school year. Our Saturday Scholars program will also further enhance the strategies and skills taught during the school day. As a part of the Teacher Incentive Fund grant, we will also have 2 Demonstration teachers and an Instructional Specialist. The funding of the grant enables our educators to further enhance their professional growth as well as develops additional teacher leaders in our school community

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>In February 2016 an analysis of the attendance sheets and parent reflections on their experiences when attending events at Middle School 35 will determine if we are meeting progress toward that goal. In addition, the reviewing of the Parent Coordinator log identifying the number of parent outreach conducted on a monthly basis.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Summative (NYS) and Informal Classroom Assessments	Wilson Lang. Program  Rewards/Blitz  Imagine Learning	Small group and/or one-to-one tutoring	During the school day  Saturday School (Oct-April)  Triple A (3 days a week)
<b>Mathematics</b>	Summative (NYS) and Informal Classroom Assessments	Web-based Programs  Hands on Manipulatives	Small group and/or one-to-one tutoring	During the school day  Saturday School (Oct-April)  Triple A (3 days a week)
<b>Science</b>	Summative and Informal Classroom Assessments	Web-based Programs  Hands on Manipulatives	Small group and/or one-to-one tutoring	During the school day  Saturday School (Oct-April)  Triple A (3 days a week)
<b>Social Studies</b>	Summative and Informal Classroom Assessments	Content Area Reading	Small group and/or one-to-one tutoring	During the school day  Saturday School (Oct-April)  Triple A (3 days a week)
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Challenging Behaviors as evidenced by student anecdotal.	Counseling (individual and/or group)	Small group and/or one-to-one tutoring	During the school day  Saturday School (Oct-April)

				Triple A (3 days a week)
--	--	--	--	--------------------------

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Educators who are not highly qualified in their subject area will be provided the opportunity to ascertain the necessary requirements needed for certification.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Educators will be provided opportunities to attend all necessary courses to obtain their certification and funding will be set aside to provided financial support towards those efforts.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	155,083.00	x	Section 5: Page #23- Parent Activities, SLT
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,284,075.00	x	Section 5: Page 13/15-Saturday Program, Instructional Specialist, Page17 and 23. Pages 12, 13, 18 and 20 (Instructional Specialist and

				Demonstration Teachers)
--	--	--	--	-------------------------

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

**Stephen Decatur Middle School Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Stephen Decatur Middle School 35]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Stephen Decatur Middle School 35]** will support parents and families of Title I students by: **Providing Workshops that include but not limited to the following:**

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology; i.e.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **Stephen Decatur Middle School 35 -Parent Compact**

**[Stephen Decatur Middle School 35]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;

- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>035</b>
School Name <b>Stephen Decatur Middle School 35</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Jacklyn Charles-Marcus</b>	Assistant Principal <b>Kevin Bond</b>
Coach <b>Jean St. Hill</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>J. Jean</b>	School Counselor <b>Esther Smith</b>
Teacher/Subject Area <b>Siobhan Scott/ELA</b>	Parent <b>Cheryl Parris</b>
Teacher/Subject Area <b>Jose Jean/MATH</b>	Parent Coordinator <b>Michele Malcolm-Perpignan</b>
Related-Service Provider <b>Jose Jean</b>	Borough Field Support Center Staff Member <b>Yazmin Torres</b>
Superintendent <b>Evelyn Santiago</b>	Other (Name and Title)

### C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	168	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	---	---	-------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>							0	0	0					0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	2	<b>Newcomers</b> (ELLs receiving service 0-3 years)	0	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	0	0	0	2	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE								2						0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE													0	0	0	0	0	0	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: 0
--	---

**Freestanding English as a New Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								2						0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)								2						0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							0	0	0					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	2				0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	2								0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2								0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	
Integrated Algebra/CC Algebra	0	0	0	
Geometry/CC Algebra	0	0	0	
Algebra 2/Trigonometry	0	0	0	
Math _____	0	0	0	
Chemistry	0	0	0	
Earth Science	0	0	0	
Living Environment	0	0	0	
Physics	0			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0			
Geography	0			
US History and Government	0			
LOTE	0			
Government	0			
Other _____				
Other _____				
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	N/A							
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
**Fountas and Pinnell/ MOSL Pre-Assessment (Writing)**
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
**Writing Standards Mastered and Not Mastered**
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
**Educators utilize the MOSL as well as other formative assessments to ascertain the needs of the ELL's. Item Skills Analysis are created as well as action plans for instructional navigation.**
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

**All ELL students are administered assessments in English as preferred. The school leadership and teachers utilize the ELL periodic assessment to analyze our student strengths and weaknesses. As we continue to strengthen our students skills in ELA and Mathematics by providing small group instruction which frames our instructional next steps.**
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]  
**Middle School 35 has selected the MOSL ELA Pre-assessment, ELA Teacher-Created benchmark and the Fountas and Pinnell Reading Level Assessment to analyze our students strengths and weaknesses. Our school has successfully promoted to the next grade the ELLs that we have enrolled and the students have consistently obtained progress from one academic year to the next on both ELA and Mathematics Common Core Assessments.**
- How do you make sure that a student's new language development is considered in instructional decisions?

Lesson plans clearly define the differentiation for ELL and SWD. Strategies to ensure the success of all students in our learning environments must incorporate differentiated texts, tasks and assessments.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

**Not Applicable**

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

**Not Applicable**

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
Upon entrance into Stephen Decatur Middle School 35, students are interviewed by the guidance counselor to ascertain the services that may be needed. The Home Language Identification Survey Form and other pertinent documentation are reviewed by the Pupil Accounting Secretary. The LAB-R exam is administered for students within the first 10 days of the school year who are new to New York City public schools. Students criteria for specific programs are determined within consultation of the Principal and CFN Specialist. Upon determination, parent letters are distributed. Presently, there are two students requiring ELL services that attend Middle School 35 in grade 7. The student receives services from the ELA and Resource educators in reading, writing and mathematics. In addition, during the Back to School Festival held in September with translation services available, Parent notices distributed in English and Spanish such as monthly calendars and other notifications. Content area workshops provided by the professional development facilitator that focus on hands-on activities.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
**Not applicable**
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).  
**Please refer to question #1**
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Parents will be notified via our web based program (Jupitergrades) via text and or email of their choice of the testing dates and results. Individual conferences will be scheduled to discuss the results and the action plan towards mastery.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).  
**All information will be provided to parents upon registration into Middle School 35.**
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
**Information will be provided to parents when applicable upon enrollment into Middle School 35.**
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
**Phone calls and Jupitergrades Notificiations will be made to students as well as home visits when necessary.**
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
**Parent Survey and Program Selection forms when applicable will be collected by School Associates. All outreach strategies will be implemented.**
9. Describe how your school ensures that placement parent notification letters are distributed.  
**Parent Survey and Program Selection forms when applicable will be collected by School Associates. All outreach strategies will be implemented.**

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
**Documentation is placed in each child's cumulative records as well as individual folders by service providers.**
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
**The testing coordinator in collaboration with the testing committee and school administration selects dates and times for the administration of the NYSESLAT in accordance with the testing schedule set forth in the administration window.**
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
**Jupitergrades, phone calls and other outreach methods.**
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
**Information will be provided to parents when applicable upon enrollment into Middle School 35. Each case will be treated on an individual basis.**

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
**The organizational model utilized at Middle School 35 is departmentalization. Three of the 2 ELL students are currently in a 7th Grade ICT class for Mathematics and ELA. Students receive a total of 9 periods a week in ELA (387 minutes) and 9 periods a week in Mathematics. Students also receive intervention 344 minutes per week of small group instruction (16 students) in both ELA and Mathematics via our in house intervention program (Marcus Academy).**
  - b. TBE program. *If applicable.*  
**Not applicable**
  - c. DL program. *If applicable.*  
**Not applicable**
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
**Program delivery is conducted during 90 minute blocks 8 periods a week for both ELA and Mathematics. Students are provided instruction in an ICT class to obtain the support of two licensed educators.**
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
**Content is differentiated for our ELL students based on their individual needs and teacher collaborative meetings on the best practices proven to improve our student success.**
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
**Students are evaluated in their home languages when applicable.**
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
**ELL students are evaluated on the NYSESLAT exam on all four modalities as well as throughout the year in their respective classes across all subject areas.**

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

All ELL subgroups are differentiated based on enrollment and articulation findings.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Upon re-enrollment students will be provided a baseline assessment in both ELA and Mathematics in order to identify gaps in skills and common core learning standards. Action plans will be created for these students to plan and navigate their instructional growth.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL's and Students with Disabilities are provided the same instructional strategies and grade level materials as students in general education. However, instructional modifications are created based on the individual needs of the students.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

#### LANGUAGE ALLOCATION POLICY FOR ELLS - STEPHEN DECATUR MIDDLE SCHOOL 35

M.S 35 is a Middle School located in the Bedford Stuyvesant area of Brooklyn, New York. The Bedford Stuyvesant area is a community primarily comprised of African and Caribbean Americans. The school's population reflects that of the community with a student body that is largely minority in composition. Among MS 35 students 88% are black, 9% are Hispanic and 1% are Asian. There are 168 students attending in the 2015-2016 school year, there are two students that requires ELL services.

Our program encourages and respects the diversity of students, staff, and community. We desire to create A Community of Lifelong Learners; therefore, when in effect, we strive to meet the linguistic, social, academic, physical and emotional needs of our ELLS. And since all students are motivated to focus on "The 3 A'S for Success" Attitude, Attendance, and Academics, our ELLS are provided with the same high quality instruction that monolingual students receive.

Saturday School will take place from December 2015 through April 2016 for 3 hours.

The Language Allocation Policy (LAP) Team Members are as follows: Jacklyn Charles-Marcus, Principal , Laurette Telford, Library Media Specialist, Esther Smith, Guidance Counselor and Nancy Bonelli, Speech Educator

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

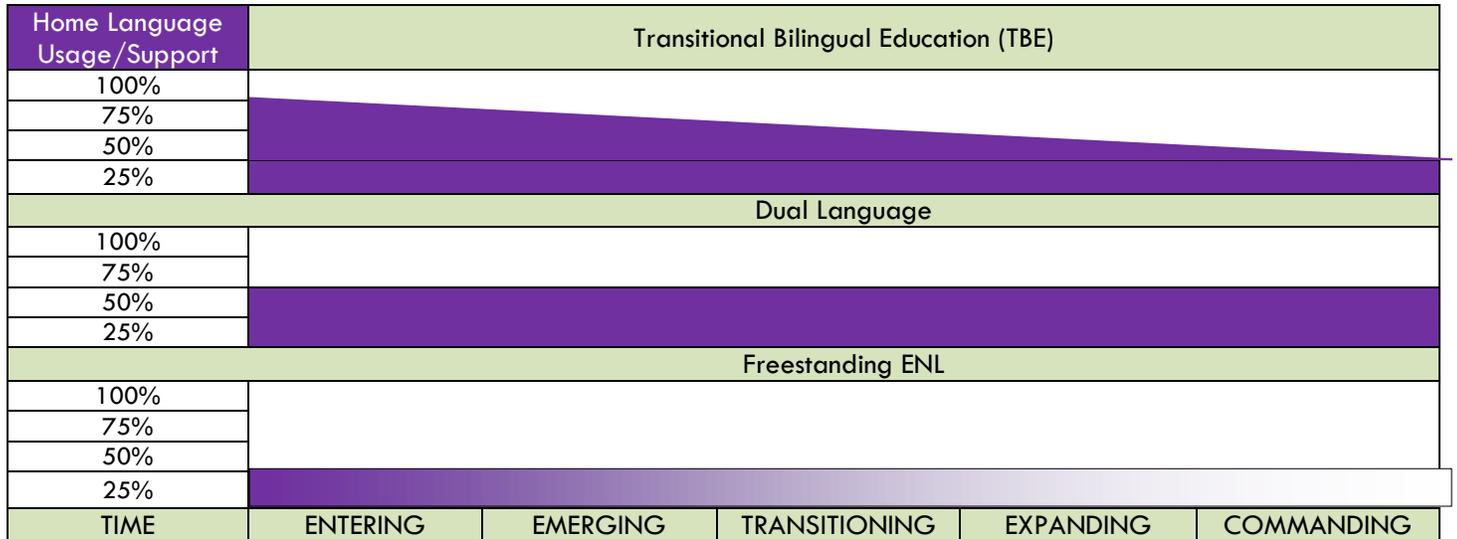


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

### LANGUAGE ALLOCATION POLICY FOR ELLS - STEPHEN DECATUR MIDDLE SCHOOL 35

M.S 35 is a Middle School located in the Bedford Stuyvesant area of Brooklyn, New York. The Bedford Stuyvesant area is a community primarily comprised of African and Caribbean Americans. The school's population reflects that of the community with a student body that is largely minority in composition. Among MS 35 students 88% are black, 9% are Hispanic and 1% are Asian. There are 168 students attending in the 2015-2016 school year, there are four students that require ELL services.

Our program encourages and respects the diversity of students, staff; and community. We desire to create A Community of Lifelong Learners; therefore, when in effect, we strive to meet the linguistic, social, academic, physical and emotional needs of our ELLS. And since all students are motivated to focus in "The 3 A'S for Success" Attitude, Attendance, and Academics, our ELLS are provided with the same high quality instruction that monolingual students receive.

The balanced literacy program is aligned with CCLS (Common Core Learning Standards for ELA and ESL. It is designed to teach Basic Interpersonal Communication skills (BICS) as well as to increase development of Cognitive Academic Language Proficiency (CALP) by integrating ESL methodologies throughout the curriculum areas. Scaffolding, multicultural libraries, listening centers, native language libraries, word walls, charts modeling correct language usage, a variety of reading strategies, the writing process charts, reading logs, writing journals, graphic organizers, workbooks, a variety of literature, vocabulary activities, and videos will be used to meet the linguistic needs of our students.

Several additional steps will be taken to ensure that ELL's meet or exceed standards. Students will receive daily structured Academic Intervention Services in reading and math, Saturday school for all students in reading and math, students will receive small group instruction, individualized conferencing, and additional assistance provided during our Journey to Success Saturday Program.

The Language Allocation Policy (LAP) Team Members are as follows: Jacklyn Charles-Marcus, Principal and Jose Jean Laurette Telford, Library Media Specialist  
Esther Smith, Guidance Counselor  
Nancy Bonelli, Speech Educator

No

Upon entrance into Middle School 35 parents are required to complete the Home Language Identification Survey (HLIS) and depending on their native language (Spanish or French) an oral interview is conducted in their native language and the Language assessment Battery Revised (LAB-R) administered within the first 10 days of enrollment. Due to the demographics of our school population we do not have a high population of students that are identified as English Language Learners. However, the guidance counselor in collaboration with the speech educator when the need arises will explain all three program choices to parents such as the transitional bilingual, dual language and free standing ESL. Entitlement letter are distributed upon completion of the assessment of the student needs. The guidance counselor is responsible for the distribution of the entitlement letters and program selection determinations.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
In lieu of the reduced number of ELL in our school population, the current program this year is effective.
12. What new programs or improvements will be considered for the upcoming school year?  
Web-based programs and additional hands-on resources
13. What programs/services for ELLs will be discontinued and why?  
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELL students are invited to attend all after-school and Saturday School programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Bilingual Dictionaries,web-based programs. All ELL students have acces to laptops.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language support is provided as needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Our insructional team reviews the services/resources to support our ELL population and ensures it's accuracy and proficiency.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Newly enrolled families including our ELL families meet with our school counselor and parent coordinator to ascertain the needs of the family.

19. What language electives are offered to ELLs?

**None at this time**

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Not applicable**

## **B. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
All educators receive professional development on working with students in all sub-groups, including our ELL students. Educators at Middle School 35 will receive ELL training as provided by the Brooklyn North Field Support Office during the 2015-2016 school year. Educators are also provided the opportunity to attend citywide conferences that focus on working with English Language Learners.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

**C. Parental Involvement**

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

**PARENTAL INVOLVEMENT**

The school provides annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. The school provides interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.

The school provides annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. The school provides interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.

The school provides annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. The school provides interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.

Parent/teacher conferences in the Winter and Spring as well as partners with the school for other special events.

The school provides annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. The school provides interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.

t y a n d i n v o l v e m  
e n t o f a l l f a m i l  
i e s w i t h E L L ' s a  
t t e n d i n g M i d d l e  
S c h o o l 3 5 .

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.  
**Paste response here:**
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

#### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

# Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 16K035      School Name: Middle School 35**  
**Superintendent: Evelyn Santiago**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The guidance counselor and school secretary upon students' entrance into the school will assess the home language of each family, and the parent coordinator will send all parent correspondence home in all languages that are applicable to our student population.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The languages preferred by parents at Stephen Decatur Middle School 35 is English for both written and oral communication. French Creole and Spanish are also languages in our school community.

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Students and Families Handbook, Monthly Calendars, Information Flyers outlining field trips and grade specific activities. Class and Content Syllabi for all content areas. Jupitergrades(web-based) program that notiifies parents daily when applicable and weekly of their child's progress toward college and career readiness. All Beacon SCO-Family Dynamics Afterschool Program information as well as Parent Workshops scheduled conducted by our Professional Development Faciliatator, Parent Coordinator and other support personnel.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

MS 35 plans to provide written translation during:  
Parent monthly meetings notification  
School Leadership Team meetings  
Back to School Festival/Curriculum Night  
High School Articulation Night for Grade 8 Parents  
Open House for Incoming 5<sup>th</sup> Grade Parents  
Scheduled Attendance and Guidance Counselor Meetings  
IEP Meetings  
Parent Engagment Tuesdays (when applicable)

## Part C: Providing Language Assistance Services

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation Services will be provided via the NYC DOE Translation Unit when applicable. The parent coordinator will schedule translators for all applicable events from parent meetings to awards and graduation ceremonies.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

When applicable, we will utilize interpreters from the Translation and Interpretation Unit as well as our school personnel. We presently have members in our school community who are fluent in Spanish and French Creole.

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Chancellors Regulation A-663 on Translations is distributed and reviewed with all staff members in September along with the Staff Handbook. The assistant principal reviews the regulation with all staff members and educators sign that they have received the information.

#### **Part E: Providing Notice of Language Assistance Services**

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Middle School 35 will display all nine languages on the first floor in order to provide individuals of all ethnic backgrounds availability and comfort ability when they enter the building. Upon request, parents will receive the Bill of Rights and all other pertinent information.

CR Part 154 (A-6)  
District 16-MS 35  
Principal: Jacklyn Charles-Marcus

#### **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent Survey distributed by the Parent Coordinator, School Leadership Team and Parent Association meetings.